



# SUPPORTING SCHOOLS AND STUDENTS TO ACHIEVE

SHERRI YBARRA, SUPERINTENDENT OF PUBLIC INSTRUCTION



## Title IX-A HOMELESS EDUCATION MCKINNEY-VENTO

Consolidated Federal and State Grant  
Application Webinar

April 19, 2017



# Goal of the ESEA Division

- All districts submit an “approvable” Consolidated Federal & State Grant Application (CFSGA) on or before July 1, 2017.
- All districts have spending authority for all federal funds as of July 1, 2017.



# CONSOLIDATED FEDERAL AND STATE GRANT APPLICATION

<http://apps.sde.idaho.gov/CFSGA/Home/Home>

or

<http://www.sde.idaho.gov/federal-programs/basic/>

Click Here

Title I-A Annual Performance Report | ➔

Title I-A School Status | ➔

Consolidated Federal and State Grant Application (CFSGA) | ➔





# IDAHO

STATE DEPARTMENT OF EDUCATION

## Welcome to the Idaho State Department of Education Log On Screen

Please select your appropriate Organization from the drop down list, per the instructions below.

- Students – select the “Student” option
- Employees of the State Dept. of Education – select “SDE”
- District users – select your respective District name
- If your District name is not present – select “Other”
- All other users (including non-District) – select “Other”

– Select Organization –



Continue to Sign In

Drop down menu



SUPPORTING SCHOOLS AND STUDENTS TO ACHIEVE

-- Select Organization --

SDE

- Other

- Student

Anser Charter (492)

Boundary County District (101)

Buhl Joint District (412)

Caldwell District (132)

Jerome School District (261)

Kuna Joint School District (003)

Lakeland District (272)

-- Select Organization --

Continue to Sign In

## Idaho State Department of Education Log On Screen

organization from the drop down list, per the instructions below.

option

the State Dept. of Education – select “SDE”

ve District name

– select “Other”

– select “Other”

Click Here



SUPPORTING SCHOOLS AND STUDENTS TO ACHIEVE



# IDAHO

STATE DEPARTMENT OF EDUCATION

## Log On

Please enter your username and password.

### Account Information

User name:

Password:

Sign In

Click Here

ISEE User Name

Password

By entering your user name and password you represent that:

- You are an authorized user
- You have a legitimate educational interest for receiving the disclosure of information through access to Idaho State Department of Education information applications for which you are an authorized user
- You are responsible for ensuring that any re-disclosures of information by you complies with all applicable state and federal statutes and regulations

Applicable state and federal penalties may be imposed for the failure to act in a manner in accordance with the conditions above. The sharing of user account names and/or passwords to others is specifically prohibited and will result in the termination of your access to SDE applications as well as legal penalties if applicable.



# CONSOLIDATED FEDERAL AND STATE GRANT APPLICATION

## Links

[Home](#)

[Contacts](#)

[Reports](#)

[Guidance, Instructions &  
Program Descriptions \(Word\)](#)

[Frequently Asked Questions  
\(PDF\)](#)

**2017-2018**

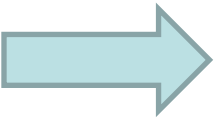
[Change Year](#)

[Prior year \(new window\)](#)

## Actions

[Select District](#)

Click Here



SUPPORTING SCHOOLS AND STUDENTS TO ACHIEVE

SHERRI YBARRA, SUPERINTENDENT OF PUBLIC INSTRUCTION

## Links

[Home](#)

[Contacts](#)

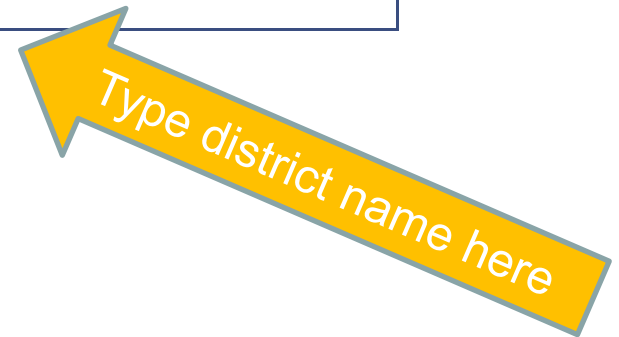
[Reports](#)

[Guidance, Instructions &  
Program Descriptions \(Word\)](#)

[Frequently Asked Questions  
\(PDF\)](#)

## Select District

Start typing the name of the District you wish to select.





# POCATELLO DISTRICT (025)

Status: Not Submitted

Title I-A College & Career Ready

Select Schools

Consolidated Schoolwide  
Budgets

Title I-C Migrant Education

Title II-A Teacher & Principal  
Quality

English Learner Program

Title III Language Instruction  
for English Learners &  
Immigrant Students

Title VI-A 2 Funding  
Transferability

Title V-B Rural & Low-Income  
Schools

Combined Budgets

IDCI Contacts

Comments

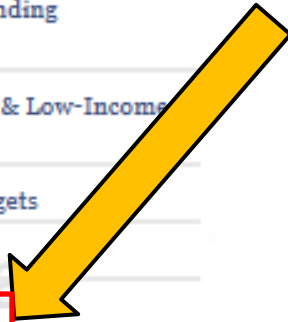
Submit

SDE Comments

Publish Comments

The Comments link is the where the LEA and SDE communicate about the plans.

- I always look here first for any new communication and to be reminded of the history of the plan.



## **BOISE INDEPENDENT DISTRICT (001)**

*Title I-A College & Career  
Ready*

*Select Schools*

*Consolidated Schoolwide  
Budgets*

*Title I-C Migrant Education*

*Title II-A Teacher &  
Principal Quality*

*State Limited English  
Proficient Program*

*Title III Language  
Instruction for Limited  
English Proficient &  
Immigrant Students*

*District Improvement  
Plan*

*Corrective Action Plan*

*Title VI-A 2 Funding  
Transferability*

*Title VI-B Rural & Low-  
Income Schools*

*Combined Budgets*

**IDCI Contacts**

*Comments*

*Submit*

## Idaho District Contact Information IDCI

The McKinney-Vento law mandates SEA to maintain and publicly post contact lists for all LEA required liaisons. The IDCI is where you would add this information. It is important to keep it as current as possible.

You will need to work with your district ISEE coordinator (District Admin Tool User, Tech Director) to add or update your LEA's contact information. They will need to go into the Program Contact Role file and add the record name for "McKinney-Vento Homeless Education" add the liaison name and a three letter code of HED. If they need help with this they can contact Support at the SDE.

# District Contacts

Role	Name	Job Title	Email Address	Phone	Location (click for address)
Superintendent	Geoffrey M. Thomas	Superintendent	<a href="mailto:gmt@msd321.com">gmt@msd321.com</a>	Main Business: 2083593300	ADMINISTRATION BUILDING (3321)
Title X-C McKinney-Vento Homeless Education Coordinator	Travis Paul Schwab	Director of Sp. Services	<a href="mailto:schwabt@msd321.com">schwabt@msd321.com</a>	Main Business: 2083593300 Main Business: 2083593310	ADMINISTRATION BUILDING (3321)
Business Manager	Varr Jed Snedaker	Business Manager	<a href="mailto:SnedakerV@msd321.com">SnedakerV@msd321.com</a>	Main Business: 2083593300	ADMINISTRATION BUILDING (3321)
Computer Technology Director	Cory Grant Peterson	Administrator	<a href="mailto:cory@msd321.com">cory@msd321.com</a>	Main Business: 2083139539	ADMINISTRATION BUILDING (3321)
Curriculum/Instruction Coordinator	Siri D. Pinnock	Administrator	<a href="mailto:pinnocks@msd321.com">pinnocks@msd321.com</a>	Main Business: 2082015871	ADMINISTRATION BUILDING (3321)
Food Service Director	David E Keck	Food Service-District	<a href="mailto:KeckD@mail.d321.k12.id.us">KeckD@mail.d321.k12.id.us</a>	Main Business: 2083593300	ADMINISTRATION BUILDING (3321)
Operations and				Main	



# Consolidated Federal and State Grant Application

Homeless Education components of the application are included in the

**Title I-A College and Career Ready** link



[Change Year](#)

[Prior year \(new window\)](#)

MARSH VALLEY  
JOINT DISTRICT  
(021)

Status: Not Submitted

[Title I-A College & Career Ready](#)

[Select Schools](#)

[Consolidated Schoolwide  
Budgets](#)

[Title I-C Migrant Education](#)

[Title II-A Teacher & Principal  
Quality](#)

[English Learner Program](#)

[Title III Language Instruction  
for English Learners &  
Immigrant Students](#)

[Title VI-A 2 Funding  
Transferability](#)



# Allocation & Set Asides

Allocation & Set Asides	Allocation	Title I-A	Action Plan	Certification
-------------------------	------------	-----------	-------------	---------------

## Title I-A Improving Basic Programs for fiscal 2017-2018

Best viewed in 1280 X 1024 resolution.

### Allocations

	Title I-A	
Allocation for 2017-2018	\$353,267	
Carry-over From Previous Year as of 9/30/2017	\$0	Limited to no more than 15% of previous year's allocation. <a href="#">Click here to use the Carryover Calculator.</a>
Re-allocation from 2016-2017	\$0	
Total Allocations	\$353,267	Total available for 2017-2018 Title I-A programs.

The pink or salmon colored cells are prepopulated and can not be changed; the white cells, need to be populated by the LEA.

### Less Set-Aside

	Title I-A	
Homeless	\$0	Based on Need; however the minimum set-aside must be at least ¼ of 1% of the allocation; All LEAs
Neglected (Hope House )	\$51,586	
Parent Involvement	\$0	Allocation >= \$500,000 requires 1% Set-Asides. 90% of that amount must go to schools. Optional set aside-if allocation is less than \$500,000.
		Up to 5% to provide incentives & rewards to teachers to work in Title I

## Title I-A Improving Basic Programs for fiscal 2017-2018

Allocation for 2017-2018	\$353,267
Carry-over From Previous Year	\$0
Re-allocation from 2016-2017	\$0
Total Allocation	\$353,267

You will add your set aside amount here under the appropriate Object code. This includes the liaison and transportation amount if applicable.

After the dollar amount is entered you will add a statement in the description box . This is very important as the set aside is often combined with other funds in the budget object codes. Example: \$200.00 for Homeless supplies

Obj. Code	Description	Regular Term	Summer Term
100	Salaries <i>Include Administrative Costs from Allocation &amp; Set-Asides tab</i>	Amount: \$0 Description:	Amount: \$0 Description:
200	Employee Benefits <i>Include Administrative Costs from Allocation &amp; Set-Asides tab</i>	Amount: \$0 Description:	Amount: \$0 Description:
300	Purchased Services (non travel)	Amount: \$3,000 Description:	Amount: \$0 Description:
380	Travel Expense	Amount: \$0 Description:	Amount: \$0 Description:
	Supplies		



# Action Plan

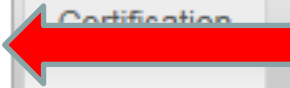
Allocation & Set Asides

Allocation to Schools

Title I-A Budget

Action Plan

Certification



## Homeless Education

Yes	No	Strategy
<input type="radio"/>	<input checked="" type="radio"/>	The Homeless set-aside is based on a needs assessment to identify and serve children and youth who are homeless in the district. Minimum set-aside is ¼ of 1%
<input type="radio"/>	<input checked="" type="radio"/>	A Homeless liaison has been appointed at the district level and has sufficient time to perform required duties as outlined in ESSA.
<input type="radio"/>	<input checked="" type="radio"/>	The LEA Homeless education policy has been adopted by the governing board and reviewed annually to include all required components.
<input type="radio"/>	<input checked="" type="radio"/>	Two processes are in place to identify homeless school-age children - one at the time of enrollment and one during the school year
<input type="radio"/>	<input checked="" type="radio"/>	All school level, nutritional, custodial, and transportation staff are trained on the requirements of Title IX, Homeless Education.
<input type="radio"/>	<input checked="" type="radio"/>	Homeless children receive Title I services regardless of their attendance in a Title I served building
<input type="radio"/>	<input checked="" type="radio"/>	The LEA has a multi-tier homeless education dispute resolution process in place. The process complements the State Homeless Education dispute resolution process
<input type="radio"/>	<input checked="" type="radio"/>	The LEA provides homeless families, children and youth a full and equal opportunity to succeed and to receive the educational and transportation services for which they are eligible. The LEA will provide notice to parents and the public in general of the educational rights and opportunities of homeless children.
<input type="radio"/>	<input checked="" type="radio"/>	The LEA assists with funding costs that may not be taken care of by other programs which may include, but are not limited to, personal and school supplies, tutoring, school fees and other educational costs, clothing and uniform costs, and other services.
<input type="radio"/>	<input checked="" type="radio"/>	The LEA has clear procedures in place to ensure that homeless students receive assistance from counselors to advise them, prepare them for college, and improve their readiness for college. This includes unaccompanied homeless youths being informed of their right to file as independent on the FASFA.
<input type="radio"/>	<input checked="" type="radio"/>	The LEA has clear procedures in place to ensure that homeless students receive appropriate credit for full or partial coursework satisfactorily completed while attending a prior school.

Explain any strategies marked No






# ***ACTION PLAN TAB***

## ***HOMELESS EDUCATION STRATEGIES***

- A Homeless liaison has been appointed at the district level and has **sufficient time** to preform **required** duties as outlined in ESSA.
- The LEA provides homeless families, children and youth a full and equal opportunity to succeed and to receive the educational and transportation services for which they are eligible. The LEA will provide notice to parents and the public in general of the educational rights and opportunities of homeless children.
- The LEA assists with funding costs that may not be taken care of by other programs which may include, but are not limited to, personal and school supplies, tutoring, school fees and other educational costs, clothing and uniform costs, and other services.



# ***ACTION PLAN TAB***

## ***HOMELESS EDUCATION STRATEGIES***

---

- The LEA has **clear procedures in place** to ensure that homeless students receive assistance from counselors to advise them, prepare them for college, and improve their readiness for college. This includes unaccompanied homeless youths being informed of their right to file as independent on the FASFA.
- The LEA has **clear procedures in place** to ensure that homeless students receive appropriate credit for full or partial coursework satisfactorily completed while attending a prior school.



## Title I-A Improving Basic Programs for fiscal 2017-2018

Best viewed in 1280 X 1024 resolution.

## Title I-A Improving Basic Programs Sec 1112 (c)(1)-(7) and Sec 8538.

☐ The Local Educational Agency will commit to the following obligations-

1. Migrant Student Eligibility for Part A- ensure that eligible migratory children and formerly migratory children are selected to receive Title I, Part A services on the same basis as other children;
2. Private School Students- provide services to eligible children attending private schools, and engage in timely and meaningful consultation with private school officials, in accordance with Section 1117;
3. NAEP- participate in the National Assessment of Educational Progress in reading and math in Grades 4 and 8, if selected;
4. Coordination and Integration of Services- Coordinate and integrate Title I, Part A services with other educational services at the district or school level for English learners, children with disabilities, migratory children, American Indian, Alaska Native, and Native Hawaiian children, and homeless youth in order to increase program effectiveness, eliminate duplication, and reduce fragmentation of the instructional program;
5. Students in Foster Care- Collaborate with the state or local child welfare agency to designate a point of contact (if required) and develop and implement a clear written procedure on providing transportation to keep foster children in their school of origin when in their best interest, in accordance with statutory requirements;
6. Teacher and Paraprofessional Qualifications- ensure that all teachers and paraprofessionals working in a Title I program meet applicable state certification and licensure requirements, including any requirements for certification obtained through alternative routes to certification; and
7. Early Childhood Education- ensure any applicable early childhood education services to low-income children comply with the performance standards under Head Start.
8. Timely and Meaningful Consultation. Sec. 1112 (a) (1) (A) (B)- The LEA's plan is developed with timely and meaningful consultation with teachers, principals, other school leaders, paraprofessionals, specialized instructional support personnel, charter school leaders (in a local educational agency that has charter schools), administrators (including administrators of programs described in other parts of this title), other appropriate school personnel, and with parents of children in schools served under this part.
9. Timely and Meaningful Consultation on issues affecting American Indian (AI) and Alaska Native (AN) students. Sec 8538.- The LEA assures it has had timely and meaningful consultation on issues affecting American Indian (AI) and Alaska Native (AN) students. This applies to LEAs which either:
  - a. has 50 percent or more of its student enrollment made up of AI/AN students
  - or
  - b. received an Indian education formula grant under Title VI of the ESEA, as amended by the ESSA, in the previous fiscal year that exceeds \$40,000Link to the ESSA Dear Colleague Letter on Tribal Consultation <http://www2.ed.gov/policy/elsec/leq/essa/faq/essafaqtribalconsultation.pdf>
10. Any Local Education Agency (LEA) receiving funding under Title I, Part A, must file with the State Educational Agency an approved plan that is coordinated with the McKinney-Vento Homeless Assistance Act ((20 U.S.C. 1400 et seq.) (Title I-A Section 1112(b).

Title I-A College & Career  
Ready

Consolidated Schoolwide  
Budgets

Title I-C Migrant Education

Title II-A Teacher &  
Principal Quality

State Limited English  
Proficient Program

Title III Language  
Instruction for Limited  
English Proficient &  
Immigrant Students

District Improvement  
Plan

Corrective Action Plan

Title VI-A 2 Funding  
Transferability

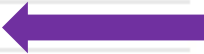
Title VI-B Rural & Low-  
Income Schools

Combined Budgets

District Contacts

Comments

Submit



# Plan Submission – Don't forget to submit!

- \* MUST SUBMIT ONLY AFTER ALL FEDERAL PROGRAMS ARE COMPLETE
- \* CLICKING SUBMIT WILL NOTIFY SDE – OTHERWISE WE WON'T KNOW IT'S COMPLETE
- \* IF YOU NEED TO REVISE – YOU MUST CONTACT ELMIRA FEATHER TO “UNLOCK” YOUR PLAN

# TITLE I-A IMPROVING BASIC PROGRAMS

## VALIDATION ISSUES TAB

### Links

[Home](#)  
[Contacts](#)  
[Reports](#)  
[Guidance, Instructions &  
Program Descriptions \(Word\)](#)  
[Frequently Asked Questions  
\(PDF\)](#)

2017-2018

[Change Year](#)  
[Prior year \(new window\)](#)

CALDWELL  
DISTRICT (132)

Status: Not Submitted

Allocation  
& Set Asides

Allocation  
to Schools

Title I-A  
Budget

Action  
Plan

Certification

Validation  
Issues

### Title I-A Improving Basic Programs for fiscal 2017-2018

*Best viewed in 1280 X 1024 resolution.*

Note: if you have validation errors that have already been corrected, please click the Save button to revalidate this page.

#### Title I-A

- Error: Equitable Services has changed, please validate budget



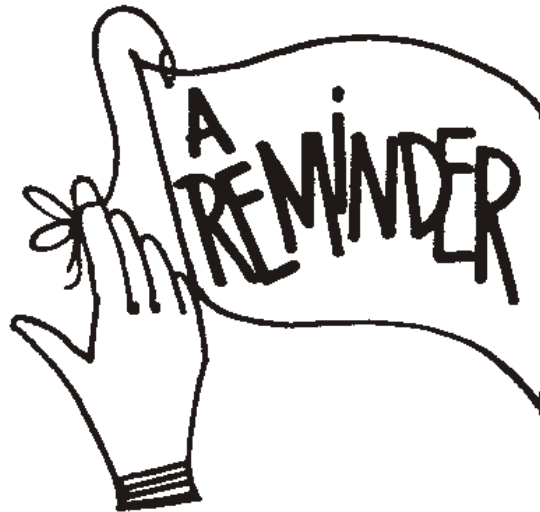
SUPPORTING SCHOOLS AND STUDENTS TO ACHIEVE

SHERRI YBARRA, SUPERINTENDENT OF PUBLIC INSTRUCTION

# ***CONSOLIDATED FEDERAL AND STATE GRANT APPLICATION***

---

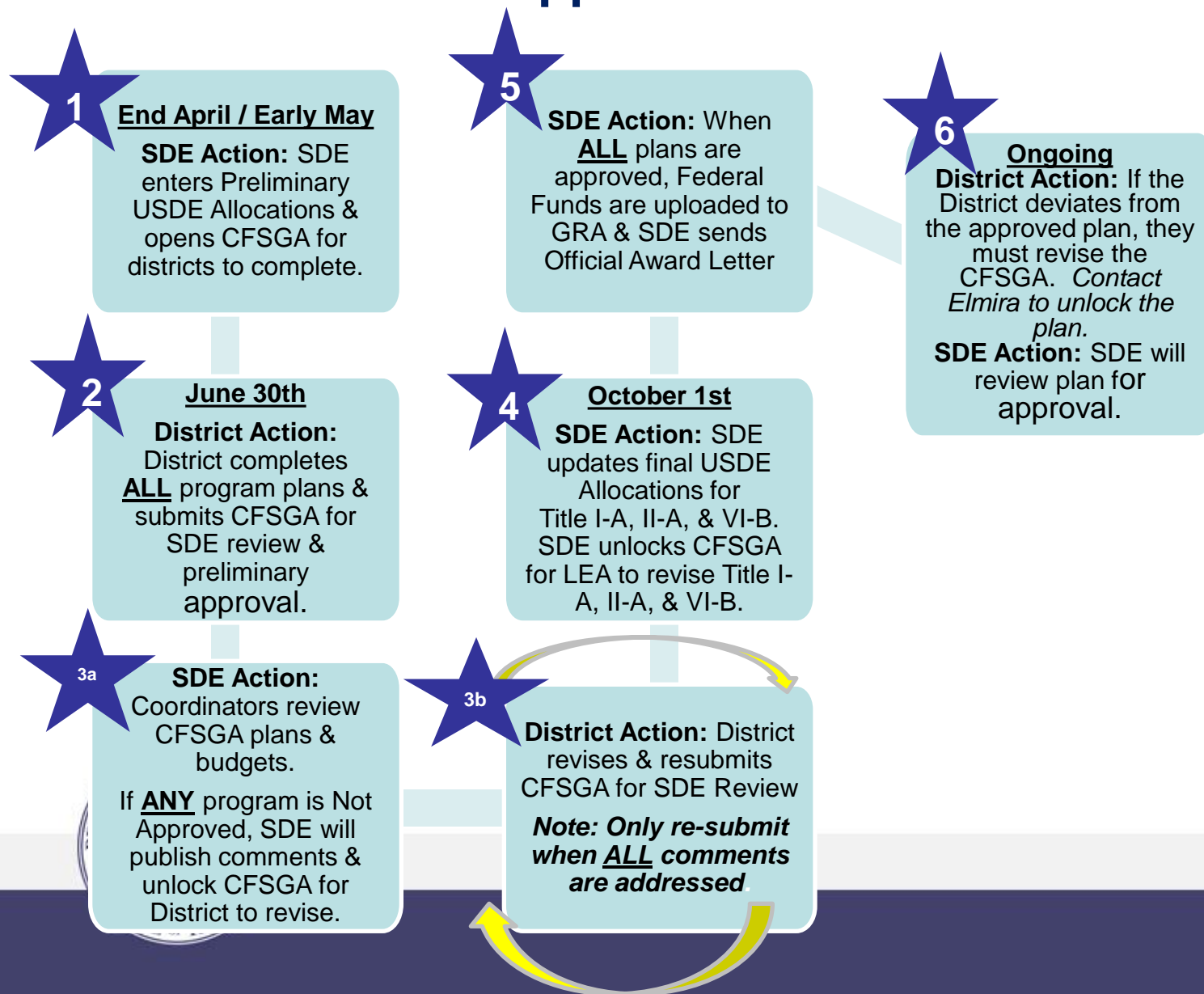
The CFSGA begins as a plan in the spring, but by the time the school year is over, it must reflect the actual activities conducted during the year for each program.



SUPPORTING SCHOOLS AND STUDENTS TO ACHIEVE

SHERRI YBARRA, SUPERINTENDENT OF PUBLIC INSTRUCTION

# Consolidated Federal State Grant Application (CFSGA) Approval Process





# 2017-2018 Consolidated Federal and State Grant Application (CFSGA) Workshop

- April 25 & 26, 2017- Idaho Falls
- April 27 & 28, 2017- Twin Falls
- May 3, 2017 - Coeur d'Alene
- May 10 & 11, 2017- Nampa



# **WHO Should Attend and WHAT to Bring to the CFSGA Writing Workshop:**

- Bring the Business Manager, Federal Program Director, and other Staff who contribute to the CFSGA for LEA.
- Ensure that the CFSGA writer has access.
- Bring the carry-over amount for each of the federal programs.
- Bring the LEA's plan for the 2016-2017 budget of activities based on needs assessment. Be specific!



# Contact Information

Tina Naillon

[tmnaillon@sde.idaho.gov](mailto:tmnaillon@sde.idaho.gov)

208-332-6904

**Coordinator:**

**Title IX-A – McKinney Vento  
Homeless Education**

**Title V-B – Rural Education**

**Title I-D – Neglected or Delinquent  
and At Risk Youth**

Elmira Feather

[efeather@sde.idaho.gov](mailto:efeather@sde.idaho.gov)

208.332.6900

**Federal Grants Coordinator**

